

**STATE BOARD ADVISORY PANEL
FOR SPECIAL EDUCATION**

The Arizona State Advisory Panel for Special Education held a meeting at the Attorney General Building – Capital Center Building, 15 South 15th Ave., Basement Conference Rooms A and B, Phoenix, Arizona, on June 18, 2013, from 9:30 am – 3:30 p.m.

Members Present

Lisa Bernier
M. Diane Bruening, Ed.D.
Patricia L. Carey
Susan Douglas
David Kendall Grant
Ashley Hafner
Amanda Heyser
Robert Hill, Ed.S.
Leanne Murrillo
Edward O'Neill
Kimberly A. Peaslee
Laura Schweers
Christopher Tiffany
Nancy K. Williams, Co-Chair

Others Present

Valerie Andrews-James, ADE/ECSE
Cynthia Bolewski, ADE/ESS
Angela Denning, ADE/ESS
Donna Singler, ADE/ESS
Jeannette Zemeida, ADE/ESS

Members Absent

Ronald L. Clanton
Sharon Lynch
Dr. Ida Malian, Vice Chairperson
Amy Vanderluit

Minutes Approved (As Read)(As Amended)

Chairperson: _____

Signature

Date

Topic	Discussion	Outcome
1. Call to order.	Nancy Williams, Co-Chair, called the meeting to order at 9:40 a.m.	1. None.
2. Approval of March 5, 2013 and May 21, 2013 minutes.	<p>Dr. Diane Bruening made a motion which was seconded by Susan Douglas to approve the minutes of the March 5, 2013 meeting.</p> <p>The motion was approved.</p> <p>Dr. Diane Bruening made a motion which was seconded by Susan Douglas to approve the minutes of the May 21, 2013 meeting.</p> <p>The motion was approved.</p>	2. Motion approved.
3. Public Comment.	Edward O'Neill welcomed the public in attendance. He explained to those present the procedures for making a comment. Anyone wishing to comment on an agenda item was asked to fill out a `brief questionnaire stating which agenda item they wished to comment on. That person would then be called on when that item was discussed. Anyone wishing to comment on an item not on the agenda was asked to come forward at that time.	3. None.
4. State Assessment Transition Updates.	<p>The Partnership for Assessment of Readiness for Colleges and Careers (PARCC) item was tabled. Reporting Arizona Department of Education (ADE) staff member was unable to attend meeting due to a scheduling conflict.</p> <p>Sheila Wells Moreaux, Arizona Department of Education (ADE) updated the Panel on the development of the assessments for the Common Core Standards.</p> <p>The National Center and State Collaborative (NCSC) is the alternate assessment consortia.</p> <p><i>NCSC is still finalizing instruction materials for ELA (English Language Arts). The Mathematics materials were introduced last fall. The ELA materials may be ready by Fall 2013. As soon as they are ready ADE will host a megawebinar – similar to the one hosted in Fall 2012. Information on the ELA webinar will be distributed once it is scheduled.</i></p> <p>The ADE Alternate Assessment staff presented in Prescott and Tucson within the last month. They discussed NCSC updates, review of materials that are already available, and the recommended order for roll-out of materials for districts and charters.</p> <p>NCSC is currently in the middle of item review as well as content and bias review.</p> <p>NCSC is will be conducting student interaction studies. This is similar to cognitive labs. This will happen in Fall 2013.</p>	4. None.

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	<p>NCSC will also be pilot testing the new format in Fall 2013. It may overlap with Arizona's AIMS-A administration. NCSC has asked ADE for the demographics of all the students in the state who take the AIMS A assessment as well as the demographics of districts and charters that have AIMS-A students. The sampling will most likely be across all NCSC states. Arizona is heavily involved in NCSC so it is highly likely many of the districts and charters will be chosen to participate in the pilot test. It will scheduled to start in late fall but will most likely overlap into AIMS-A administration.</p> <p>Audra Ahumada is part of the NCSC Communications Committee. They are developing talking points and documents that will be shared with families and the community. The information will be on NCSC and focusing on the new assessment.</p> <p>Ms. Wells Moreaux fielded questions from the Panel.</p> <p>Among the comments and concerns voiced by Panel members was concern about the burden and stress level for teachers and AIMS-A students in having to administer/take both of the assessments in the allotted amount of time. This is also an additional loss of instruction for those students having to take both assessments.</p> <p>It was suggested that the districts and charters who are chosen to participate in the NCSC pilot be given a waiver for the AIMS-A assessment. Another member suggested that sections of the test be broken up and distributed throughout the schools instead of having each school pilot the entire test.</p> <p>Based on Panel discussion, Ms. Williams determined that the Panel needed an agenda item for Teacher Evaluation on the September agenda.</p>	
5. Surrogate Parent Program.	<p>Candice Trainor, Surrogate Parent Program Coordinator, ADE, Exceptional Student Services (ESS) provided the Panel with information on the Surrogate Parent Program.</p> <p>Arizona is in desperate need of more parent volunteers.</p> <p>Ms. Trainor works mainly with district and charter school personnel who have children who don't have a parent involved in their education.</p> <p>A surrogate parent represents the rights of a student who is currently receiving special education, or is being considered for special education eligibility, when no other adult is available or has the legal authority. [Attachment 1]</p> <p>The definition of "parent" under the Individuals with Disabilities Education Act (IDEA) presumes the biological/adoptive parent will be the parent for special education purposes unless their authority to</p>	5. None.

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	<p>make educational decisions has been terminated by a court order or other decree.</p> <p>An individual can act as “parent” during the special education process if they are:</p> <ul style="list-style-type: none">• Biological or adoptive parent of the child• Foster parent of the child• A guardian authorized to act as the child’s parent or authorized to make legal decisions for the child (but not the State or employee of a state agency).• An individual acting in the place of a parent; including grandparent, stepparent or other child with whom the child lives• Surrogate parent <p>There is a need for a surrogate parent if a child is involved, or is becoming involved, in the special education system and:</p> <ul style="list-style-type: none">• No other individual can fulfill the role of parent; or• The school has made reasonable attempts and cannot locate the whereabouts of the parent; or• The child is a ward of the state and a parent cannot be identified or found after reasonable attempts; or• The child meets the criteria of an unaccompanied youth as defined in the McKinney-Vento Homeless Act. <p>Ms. Trainor explained her responsibilities and the public education agency’s (PEA’s) responsibilities for determining the need for and locating a surrogate parent for a child.</p> <p>Who can be a surrogate parent? Anyone who:</p> <ul style="list-style-type: none">• Does not have conflict of interest,• Is not an employee of a public agency involved in the care or education of the child, and• Has skills and knowledge to adequately represent the child including knowledge of state and federal special education laws, district special education procedures, and the nature of the child’s disability. <p>An employee of a district or charter school cannot be a surrogate parent for a child in their district/charter. Ms. Trainor explained the reasons for this rule.</p> <p>Being a surrogate parent is a voluntary position. The application fee for the Department of Public Safety Fingerprint Clearance Card is the only item for which an individual can be compensated.</p> <p>Ms. Trainor explained the responsibilities and limits of being a surrogate parent. More information for</p>	

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	surrogate parents can be found on the ADE website: www.azed.gov/special-education/site-index , click on "Surrogate Parents".	
	Ms. Trainor shared the number of surrogate parents currently in the program, active and inactive. Some counties do not have a surrogate parent assigned or living in that county. There are currently 70 active surrogate parents and 250 active children statewide. Ms. Trainor asked Panel members for their help in recruiting surrogate parents.	
	Ms. Trainor fielded questions from the Panel.	
6. Teacher Certification Changes.	<p>Angela Denning, Deputy Associate Superintendent, ADE/ESS addressed the Panel regarding their questions regarding the proposed changes to the Special Education certificates.</p> <p>There haven't been any changes to the proposal since the May SEAP meeting. Dr. Aaroe is continuing to work with her stakeholder group to gather information. She is also working with institutes of higher education, some of whom are also part of the stakeholder group. Members of the stakeholder group are asked to take the information from their meetings and share it with their peers for feedback. Dr. Aaroe is scheduled to meet with the stakeholder group in June and July.</p> <p>Ms. Denning suggested that Panel members send any questions regarding the proposed changes to Dr. Aaroe who will take the questions to the stakeholders.</p> <p>Following Dr. Lisa Aaroe's (Director of Recruitment and Retention, ADE/ESS) presentation to SEAP at the May 21, 2013 meeting Panel members discussed their concerns regarding the proposed changes to the Special Education certificates.</p> <p>Following the discussion, Panel members drafted a list of questions that were e-mailed to Dr. Aaroe for response. Mr. O'Neill read the questions and answers aloud to the Panel. Below are the questions and answers.</p> <p>What impact will these changes have on students? <i>Teachers would be more fully qualified in administering effective instructional skills (methodology) and would be more prepared to write and implement effective IEPs. We looked at the attrition data and it was clear that new special education teachers needed more information regarding special education law as it pertains to the IEP process and they stated that they needed more skills in IEP writing/implementation and a lot more coursework in the area of reading, writing, and math strategies.</i></p> <p>What data necessitates these proposed changes in the certification process? <i>Attrition data and indicators of significant variability across state IHE (Institutes of Higher</i></p>	6. None.

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	<p><i>Education) programs.</i></p> <p>What impact will these changes have on dual certifications? <i>None, since the current recommendations are in alignment with all dual cert programs except for Grand Canyon University and they are going to make the necessary changes since they have the coursework in place, but need to just reorganize and retitle courses.</i></p> <p>What is the justification to have Emotional Disabilities in both Severe/Profound and mild/moderate certifications? <i>ED is only in mild-moderate.</i></p> <p>Ms. Denning suggested that Dr. Aaroe present at the September SEAP meeting with updates. A Panel member asked that this topic become a standing agenda item.</p> <p>Kimberly Peaslee informed the Panel that the next Certification Advisory Committee meeting is in October. The Special Education Certification has been on the agenda for the last two meetings and has been tabled so that more information could be gathered.</p> <p>Ms. Denning informed the Panel that Dr. Aaroe's staff is working on a handbook regarding retention of special education directors. This was an area of concern expressed at the Director's Institute in 2012.</p> <p>Arizona has about a 25% turnover of special education directors every year.</p> <p>ESS is sponsoring a Teacher Institute in July. Registration is full. There is a waiting list of approximately 50-60 individuals. The theme is common core.</p> <p>Dr. Aaroe and staff are looking at data to figure out where PEAs' biggest needs are in recruiting. For the last two years the area has been in Occupational Therapy (OT). It is far above all other needs. PEAs are spending a lot of money to contract out for OT and PT (physical therapy). Ms. Denning discussed the difficulty that many PEAs are having in providing for or finding services.</p> <p>Panel members discussed the OT shortage and difficulty in finding qualified school-based OT providers and other related services.</p> <p>Ms. Denning informed the Panel that a few ESS staff members attend most large national conferences trying to recruit individuals for related services and specialty positions in Arizona.</p> <p>Arizona is seeking to make changes to the special education certificate to address the following areas: 1) recruiting out of state; 2) economical to receive certificate (adding endorsements can be</p>	

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	costly); 3) make it fit the needs of the PEAs; and 4) reciprocity.	
	Dr. Robert Hill reported that schools for the deaf and hard of hearing and the blind are in dire straits for hiring qualified staff on a nationwide basis. Arizona has a growing population of hearing impaired (HI) and visually impaired (VI) so it is not as critical as other states but Dr. Hill reported that they have difficulty every year finding enough teachers to fill vacant positions. Some states may have to close some of their schools due to lack of qualified personnel.	
	Panel members discussed the problems with recruitment and retention for special education staff.	
7. SEAP Member Updates.	<p>Edward O'Neill announced that SEAP member terms will end on June 30, 2013 for the following members:</p> <p>Parents of Children with Disabilities Ron L. Clanton Sharon R. Lynch Amy Vanderluit</p> <p>Representatives of Institutions of Higher Learning that Prepare Special Education and Related Services Personnel Dr. Ida Malian</p> <p>Representative of Private School Lisa Bernier</p> <p>Representatives of a Vocational, Community, or Business Organization Concerned with the Provision of Transition Services to Children with Disabilities Laura Schweers</p> <p>Representative from the State Juvenile Detention Agency Dr. Gail Jacobs</p> <p>The SEAP Executive Committee met with Ms. Denning the previous week to review SEAP applications. They have four recommendations that will go to the Arizona State Board of Education at their August meeting.</p> <p>The New Member Orientation is scheduled for September 16, 2013.</p> <p>Mr. O'Neill reviewed the duties of the co-chair. This is a two-year term. The co-chair position held by Nancy Williams was up for election. Mr. O'Neill opened the floor for nominations of the co-chair.</p>	7. None.

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	<p>Diane Bruening nominated Nancy Williams for the position. Robert Hill seconded the nomination. Ms. Williams was elected for the position of co-chair.</p> <p>Ms. Williams reviewed the duties of the vice chairperson. This is a one-year term. Ms. Williams opened the floor for nominations of the vice chairperson. Kimberly Peaslee nominated Edward O'Neill for the position. Leanne Murrillo seconded the nomination. Mr. O'Neill was elected for the position of vice chairperson.</p> <p>Ms. Williams recognized and thanked the SEAP members who will not be returning to the Panel.</p> <p>Ms. Williams and Panel members thanked Valerie Andrews-James, Director, Early Childhood Special Education (ECSE). Ms. Andrews-James will be leaving her position with ADE in July.</p>	
8. Exceptional Student Services.	<p>Ms. Denning provided Panel members with new copies of the State Performance Plan/Annual Performance Plan (SPP/APR).</p> <p>Ms. Denning reviewed the results of FFY 2011 APR. Results listed in Attachments 2 and 3.</p> <p>States no longer need to report on Indicators 16 (Complaint Timelines) and 17 (Due Process Timelines).</p> <p><i>[Lisa Bernier left the meeting at 2:25 pm.]</i></p> <p>Ms. Denning fielded questions from the Panel.</p> <p><i>[Patricia Carey left the meeting at 2:42 p.m.]</i></p> <p>ESS has been working on a new vision for the Unit. The ESS vision is: Establish a System of Support that wraps around each Arizona special educator so he/she is well prepared to meet the needs of every student. The <i>ADE Mission is: To serve Arizona's education community, ensuring every student has access to an excellent education.</i></p> <p>Ms. Denning reviewed the changes to Indicator 17: State Systemic Improvement Plan. States will begin to implement Indicator 17 in 2015. The change will be driven by Results Driven Accountability.</p> <p>Cynthia Bolewski, Director of Operations, ESS informed the Panel that information on the new SPP/APR Indicators has been released for public comment. Indicator 17 will be renamed "State Systemic Improvement Plan".</p> <p>Panel members discussed their concerns for upcoming changes to the statewide assessment of</p>	8. None.

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	<p>students (AIMS to Common Core testing). Concerns included cost and complexity of the test and the support for teachers.</p> <p>[Christopher Tiffany left the meeting at 3:00 p.m.]</p> <p>[Robert Hill left the meeting at 3:10 p.m.]</p>	
9. Early Childhood Special Education.	This item was tabled until a future SEAP meeting.	9. None.
10. Special Education Advisory Panel.	<p>Due to lack of time the possible formation of sub-committees was tabled.</p> <p>The SEAP calendar for FY 2013-2014 was disbursed to the Panel. The September meeting will be held at the ADE Jefferson location. Beginning in November 2013 SEAP meetings will be moved to the new ADE Central office, 3300 N. Central.</p> <p>Key Points Summary of Meeting:</p> <p>Teacher Certification – Dr. Lisa Aaroe’s Response to Questions from Panel</p> <p>What impact will these changes have on students? <i>Teachers would be more fully qualified in administering effective instructional skills (methodology) and would be more prepared to write and implement effective IEPs. We looked at the attrition data and it was clear that new special education teachers needed more information regarding special education law as it pertains to the IEP process and they stated that they needed more skills in IEP writing/implementation and a lot more coursework in the area of reading, writing, and math strategies.</i></p> <p>What data necessitates these proposed changes in the certification process? <i>Attrition data and indicators of significant variability across state IHE (Institutes of Higher Education) programs.</i></p> <p>What impact will these changes have on dual certifications? <i>None since the current recommendations are in alignment with all dual cert programs except for Grand Canyon University and they are going to make the necessary changes since they have the coursework in place, but need to just reorganize and retitle courses.</i></p> <p>What is the justification to have Emotional Disabilities in both Severe/Profound and mild/moderate certifications? <i>ED is only in mild-moderate.</i></p> <p>Surrogate Parents</p>	10. Approved.

Topic	Discussion	Outcome
	National Center and State Collaborative (NCSC) Update Change in Focus from Office of Special Education Programs (OSEP)	
11. Members' Reports from the Field.	<p>Kimberly Peaslee Paradigm shift for special educators to move from instructing remediation to a focus on global ideas and concepts – How to work with students and instructional time needed to help them understand the concepts</p> <p>Laura Schweers</p> <ul style="list-style-type: none"> • Enduring systems for transitioning students • Students coming into Project SEARCH for the adult program have to have eligibility through the Rehabilitative Services Administration, Vocational Rehabilitation (RSA VR) or Division of Developmental Disabilities, Arizona Long Term Care System (DDD ALTCS). There are inconsistencies in getting the category station for VR and ALTCS. • Three new programs for Project SEARCH • Project SEARCH is accepting applications. <p>David Kendall Grant</p> <ul style="list-style-type: none"> • Parents are concerned about Common Core Concepts • Need public awareness of the information 	11. None.
12. Adjournment.	<p>The next SEAP meeting is scheduled for September 17, 2013. It will be held at the Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, AZ.</p> <p>Items for next agenda</p> <ul style="list-style-type: none"> • Teacher Evaluations • Early Childhood Special Education [Standing agenda item] • State Assessment Transition Updates – Assessment and Accountability Staff [Standing agenda item] <p>The meeting was adjourned at 3:34 pm.</p>	12. Adjournment.